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Again, Professor Frothingham began the exploration of the site of ancient Narbo whose walls of Cyclopean style still remain. A system of military roads were discovered and traced in various directions. Permission to make excavations could not be obtained, so the world must await the action of the Italian government for a probable discovery of pre-Etruscan monuments.

The report closes with a list of faculty and students, of contributors to current expenses, statement of the regulations of the school and circular of information to students, including account of the fellowships.

T. L. COMPARETTE

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## NOTES

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THE WATCHWORD CLUB.—Professor Denney, of Ohio State University, lectured recently to the students on "Self-Cultivation in English," emphasizing the fact that each student can give himself a valuable training by simply watching his own conversation. At the close of the lecture the professor proposed and declared adopted the following constitution of a new club to be called the Watchword Club.

Constitution.—Article 1. The object of this club shall be self-improvement and mutual improvement in the use of spoken words, and the elevation of the intellectual and moral tone of the university by means of a purified vocabulary.

Art. 2. All students of the university are hereby declared active members of the club, without regard to race, color, sex, or previous condition of servitude.

Art. 3. There shall be no officers of this club, no dues, and no learned papers.

Art. 4. The meetings of this club shall be regular, special, and accidental meetings. The regular meetings shall be held in sections at every recitation hour of each university day. The special meetings shall be held at all other student gatherings. Accidental meetings shall be held whenever and wherever two students chance to meet and speak to each other.

Art. 5. The business of this club shall be transacted entirely by committees of one, each committee to be known and designated by the surname of its member, to wit, the Jones committee, the Brown committee, the Smith committee, etc. And there shall be as many of these committees as there are members of the club.

Art. 6. It shall be the duty of the Jones committee to watch Jones; to prevent Jones from using any more than one piece of slang a month; to resist Jones when he shows a tendency to become incoherent in conversation; to compel Jones when making a recitation to express himself in complete sentences and not in ejaculations, grunts, groans, single words, or broken pieces

of sentences. It shall be the further duty of the Jones committee to force Jones to use as good English in an oral recitation, midterm, or final examination as Jones knows how to use. The Jones committee shall at the close of each day summon Jones to a strict account for all doubtful, piecemeal, haphazard, slipshod, weak-kneed, tangled-up expressions used during the day, and shall admonish him to greater care in the future. But said admonition shall not extend beyond the next twenty-four hours. Nor shall silence ever be enjoined upon Jones. He shall be encouraged to a certain boldness and self-confidence in expression, and to persistent efforts at realizing the ideals of this club.

Art. 7. The duties of all other committees shall be the same as those stated in the preceding article for the Jones committee. The sessions of each committee shall be secret.

Art. 8. Each member of this club is forbidden to undertake the duties of more than one committee, unless invited to counsel and advise with another committee.

Bill of Rights.—Section 1. We declare that every man has a right to the best use of language of which he is capable, and believe that no man should block his own way to advancement in language power by the use of slang, provincialisms, localisms, dialect, or Bowery talk.

Sec. 2. We declare that every man has the right to make himself understood when he speaks. We denounce the doctrine that language was made to conceal thought.

Sec. 3. We affirm the right of "the other man" to the benefits of the Golden Rule in language, as in all other things; his right to such a statement from us that he can readily understand what we mean.

Sec. 4. We declare the right of instructors in languages other than English to receive translations that shall carry over all of the sense of the original into idiomatic English.

Sec. 5. We affirm the right of society to an intelligent, pure, and elevating conversation from all of its members.

THE thirteenth annual meeting of the New England Association of Colleges and Preparatory Schools will be held in the new high-school building, Springfield, Mass., Friday and Saturday, October 14 and 15, 1898. The following topics have already been selected for the meeting: "The Training of the Imagination in Education," "How to Bring Out the Ethical Value of History," "How Far is the Public High School a Just Charge on the Public Treasury?"

*Inductive Studies in Browning, for Secondary Schools, Colleges, and Literary Clubs*, is an attempt to present a small part of the poetry of Browning in a manner that will at once cause the student or reader to "appreciate or love it." The author, Hans C. Peterson, of the University of Nebraska, criticises the ordinary method of studying poetry—the historical, philological, or

critical method—and proposes to present only that material which is absolutely necessary to an understanding of a poem, and to present that material from the point of view of the ultimate aim of reading poetry: the point of view of *appreciation*. He has made the work practical, perhaps too confiningly. But there certainly is a demand for text-books treating literature from the point of view maintained in this little work, rather than from that of history, criticism, or philology. J. H. Miller, Lincoln, Neb., is the publisher.

THE American Book Company is at present making a considerable addition to its series of Eclectic English Classics. The books now cover a wide range, from Chaucer, Milton, and Dryden down to the present time, and represent the best models of style of each period and style of writing. The volumes, while inexpensive, are printed on good paper, are well bound, and contain, in addition to the text, adequate and appropriate notes and introductions. These little books provide admirably for the demands of the series of College Entrance Requirements in English. Carlyle's *Essay on Burns*, *Selections* from Byron, Gray, Burns, Pope, Dryden, and Wordsworth are the seven books issued this spring. Others are in preparation.

*The Lincoln Literary Collection.*— This volume, containing some 600 favorite selections in prose and poetry, for the schoolroom and family circle, has just appeared from the press of the American Book Company. J. P. McCaskey, the compiler, has used very excellent judgment in the choice of his material, so that almost every familiar and really choice bit of prose and verse in our literature is to be found in this book. The selections are, in part, arranged for special occasions, such as Arbor Day and patriotic days. None of the passages chosen has been isolated from its context, but is complete in itself. The book is of great value to classes in elocution.

THE University Publishing Company, 43-47 East Tenth street, New York, announce the following additions to their standard literature series, which now includes thirty numbers: *Pilgrim's Progress* (condensed), John Bunyan, with notes by Professor Edward Everett Hale, Jr., Ph.D., is the March number. *Black Beauty*, by Anna Sewell, is the April issue. *The Yemassee*, by William Gilmore Simms, will be published in May, and *Westward Ho!* by Charles Kingsley, will be ready in June. Other numbers in preparation are the following: *Silas Marner*, George Eliot; *Last Days of Pompeii*, Bulwer Lytton; *Dutchman's Fireside*, James K. Paulding; *Coquette*, from *Les Misérables*, Victor Hugo; *Tour Around the World in Eighty Days*, Jules Verne; *Three Musketeers*, Alexandre Dumas, and *Swiss Family Robinson*. A complete circular with contents is to be had on application.

*Studies in Literature, and Composition, for High Schools, Normal Schools, and Academies*, by W. H. Skinner; published by J. H. Miller, Lincoln, Neb. In this book Mr. Skinner attempts to teach pupils to appreciate the art in literature, and to develop their powers of studying literature by means of a series

of studies after the "laboratory plan." Selections from different authors are given and arranged into exercises for developing the student's power of inference and of sensitiveness to emotional words and phrases, and to train his esthetic, ethical, and scientific imagination. The method is decidedly "an outgrowth of the schoolroom," and has been tried and found successful in many high schools, and even in grades below the high school.

*The Forms of Discourse*, by William B. Cairns, A.M., Instructor in Rhetoric in the University of Wisconsin. Ginn & Co., publishers. The book is intended for students who have already completed elementary courses in rhetoric. It contains adequate and helpful discussions of style, narration, description, exposition, argumentation, and persuasion. Mr. Cairns maintains that the question which arises to trouble the minds of young writers is not so much "*How* shall I write?" as, "*What* shall I write?" In keeping with this point of view, he presents a careful study of style and invention at the same time. The selections used for examples at the end of each chapter are well chosen as illustrations of the principles that have been discussed. Some are models of style: others contain certain faults to be pointed out by the student. The whole work has been compiled to meet the practical needs of the class room.

MESSRS. D. C. HEATH & CO., publishers, Boston, announce for immediate issue, *English Etymology*, a select glossary serving as an introduction to the history of the English language, by Friedrich Kluge, professor in the University of Freiburg, and author of *Etymologisches Wörterbuch der deutschen Sprache*, and Frederick Lutz, professor in Albion College, Michigan. Professor Kluge's earlier work is ample guarantee for the accuracy of his forthcoming book, which will be welcomed by everyone interested in the development of the English language. The preface contains suggestions for its use in schools, and makes acknowledgment of the aid furnished by Professor W. Franz, of Tübingen.